



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 26 Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q026

PRINCIPAL: DR. DINA KOSKI **EMAIL:** DKOSKI@SCHOOLS.NYC.GOV

SUPERINTENDENT: MRS. ANITA SAUNDERS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature |
|----------------------|--|-----------|
| Dina Koski | *Principal or Designee | |
| Lauren Nitka | *UFT Chapter Leader or Designee | |
| Christine Suknanan | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Michelle Slotnick | Member/Parent | |
| David Slotnick | Member/Parent | |
| Darlene Jackson | Member/Parent | |
| Miriam Lao | Member/Parent | |
| Rita Friedman | Member/Teacher | |
| Chrysanthe Georgatos | Member/Teacher | |
| Barbara Rubin | Member/Teacher | |

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1:

- To improve student performance on the ELA exam. There will be a 5% increase in the number of students scoring levels 3 and 4 on the ELA in grades 3, 4 and 5.

Comprehensive needs assessment:

- A comprehensive review of the 2010-2011 ELA data concluded that
 1. 75.7% of students scored a 3 or 4 on the 2011 NYS ELA Test, 24.3% of the students scored a 1 or 2 on the 2011 NYS ELA Test.
 2. 4 students received a level 1. Of this number, 4 received special education services.
 3. 78.7% of students in the lowest third made at least one year of progress.
- Instruction is driven by the analysis of data from the school-wide Fountas & Pinnell Assessment System.
- Instruction is driven by the analysis from the results from the city-wide Acuity assessments.

Instructional strategies/activities:

- *Instructional strategies/activities*
- *All level 1 and 2 students are identified and targeted for the extended day program.*
- *All instruction is driven by analysis of data from formative and summative assessments.*
- *Classroom instruction is differentiated and groups are flexible. The work is modified to meet the diverse needs of our students.*
- *The Waterford (RTI) program is implemented in grades K-2. This is an individualized computer program.*
- *Teachers of grades 3-5 analyze the results of the ELA item analysis and modify instruction in order to meet the diverse needs of our students.*
- *All staff have an SBO one hour lunch period. This time is used to analyze student work, discuss goals and plan.*
- *Smart Boards have been installed in 78% of all classrooms. It is anticipated that by June 2012 all classrooms will be equipped with Smart Boards. Staff has received professional development as to best make use of this technology in their classrooms.*
- *Cluster teachers, SETTS teacher, IEP teachers, and ESL teachers attend grade conferences. They articulate with the classroom teachers. Out of classroom staff maintain records of articulation and congruence.*
- *Analysis of the Spring 2011 Acuity Predictive Assessments and the ELA exams suggests that students need to improve in :*
 1. *Better understanding academic language and the development of vocabulary in all content areas.*
 2. *Acquiring strategies to add details to support answers in their written responses.*
 3. *Comparing and contrasting themes from two passages of different genres through a variety of graphic organizers.*
 4. *Incorporating their own "voice" throughout their writing.*
 5. *Using context clues to determine the meaning of unknown words, idioms, similes, metaphors and figurative language.*
 6. *Determining the structure of different types of texts – informational and poetry.*
 7. *Understanding vocabulary concepts in determining authors' purpose.*
 8. *The use of transitional words between sentences with a paragraph and between paragraphs with extended responses.*

Strategies to increase parental involvement:

- *SMART goals are collaboratively developed by teachers and students. These goals are communicated to the parents in a Home-School Notebook on a bi-weekly basis.*
- *Parent workshops are given in Korean by the ESL teacher.*
- *Interpreters are available for conferences.*

Strategies for attracting Highly Qualified Teachers (HQT):

- We do not have any vacancies, however, Professional Development is ongoing.
- The staff has an SBO one hour lunch period during which we will have grade conferences and professional development. Teachers will also have time to analyze student work, discuss goals and plan ahead.
- Professional Development will concentrate on the use of data to drive instruction and the study of the book – *Teaching for Comprehending and Fluency by Fountas and Pinnell.*
- Professional development will include developing an understanding of how to improve instruction (Danielson Domain3).
- On Thursday afternoons during the 37 ½ minutes, teachers look at student writing samples and work on the implementation of the CCLS.
- Professional Development has and will continue to concentrate on the strategies necessary in order to achieve the Chancellor's Expectations.
- Unit Plans for ELA and math are being created by school-wide teacher teams.

Service and program coordination:

- All students have the opportunity to receive free breakfast from 7:40am-8:10am to give them the proper nutrition to enhance their learning.
- The student council meets with a dietician on an ongoing basis throughout the school year.

Budget and resources alignment:

- Implementation of before and after school AIS and Title III programs for students in grades 1-5. Per Session salaries for teachers and administrators are paid by utilization of Title III and Fair student funding.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2:

- By the end of the school year , ESL students in grades 2-5 will improve their reading and comprehension skills as measured by a 3% increase in the number of students scoring at Proficient Level on NYSLAT as well as 75% of ESL students taking ELA for the first time.

Comprehensive needs assessment:

- A comprehensive review of the 2010-2011 ELA data concluded that:
 1. 41.7% of ELL's scored level 3 or 4.
 2. 58.3% of ELL's scored level 1 or 2.
- The school-wide Fountas & Pinnell Benchmark Assessment System will be used for diagnosis of needs.
- Acuity (NYSELAT/Predictive/ITA/ESL) data is analyzed by teachers to help drive instruction.

Instructional strategies/activities:

- Provide additional assistance to the students taking the ELA for the first time (grade 3-5).
- Additional instruction is given to students who will take the ELA for the first time. The instruction is given by the ESL teacher and the classroom teacher.
- Title III – Before and/or afterschool program work on development of literacy skills
- Content area vocabulary is stressed in the ESL room, classroom and during 37 ½ instruction.
- Parent ESL classes are given daily by NYCDOE instructor.
- Best Practices are discussed at grade conferences and student work is examined.
- Cluster teachers, SETTS teacher, IEP teachers, and ESL teachers attend grade conferences. They articulate with the classroom teachers. Out of classroom staff maintain records of articulation and congruence.
- The following areas, based upon the analysis of data from the Spring 2011 Acuity Predictive Assessments and the ELA exams will also be addressed:
- Better understanding academic language and the development of vocabulary in all content areas.
- Acquiring strategies to add details to support answers in their written responses.
- Comparing and contrasting themes from two passages of different genres through a variety of graphic organizers.
- Incorporating their own “voice” throughout their writing.
- Using context clues to determine the meaning of unknown words, idioms, similes, metaphors and figurative language.
- Determining the structure of different types of texts – informational and poetry.
- Understanding vocabulary concepts in determining an author’s purpose.
- The use transitional words between sentences with a paragraph and between paragraphs with extended responses.
- Implementation of the Early Education Waterford program.

Strategies to increase parental involvement:

- Parent workshops are given by the Principal and Assistant Principal.
- Parent ESL classes are given daily by NYCDOE instructor and are differentiated.
- SMART goals developed by teachers in collaboration with students and sent home in the Home-School Notebook.
- Monthly Parent Book Club meeting are led by the Pre-K social worker.

Strategies for attracting Highly Qualified Teachers (HQT):

- Professional Development by CEI-PEA concentrates on vocabulary development.
- Bilingual staff, assist in instruction where appropriate.

Service and program coordination:

- All students have the opportunity to receive free breakfast from 7:40am-8:10am to give them the proper nutrition to enhance their learning.
- TASC after-school program provides homework assistance.

Budget and resources alignment:

- Title III- Before/after school programs work on the development of literacy skills.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3:

- To increase parent involvement by 5% as measured by attendance at meetings as a vehicle towards improvement of student achievement in literacy and math.

Comprehensive needs assessment:

- Based on the number of learning environment surveys completed, which have decreased from 78% in 2010 to 73% in 2011, by parents there is a need to increase parent awareness of goals and expectations of students. Attendance at PTA meetings and parent workshops as well as parents logging on to ARIS has been low.

Instructional strategies/activities:

- Teachers communicate at least bi-weekly with parents in the “Home-School Notebook”.
- Parent Coordinator, Principal and Assistant Principal plan workshops. Topics include- Common Core Curriculum Standards, Understanding SMART Goals, ARIS, Understanding the Progress Report.
- A Parent Handbook will be distributed to all parents.
- Ensure distribution of translated materials.
- Ensure translators will be available for Parent- Teacher Conferences in November and March.
- Parent Coordinator will contact parents and assist those who have not logged on to ARIS. Teachers will stress the need for parents to log on to ARIS.
- Parent Book Club.
- Parents are updated weekly for workshops, and all school events.

Strategies to increase parental involvement:

- Parent Coordinator, Principal, and Assistant Principal will plan workshops. Topics will include – Common Core Learning Standards, understanding SMART goals, ARIS, understanding the Progress Report.

Strategies for attracting Highly Qualified Teachers (HQT):

- Teachers meet with parents at start of school year for Parent Orientation. Here teachers express the expectations of their students for the upcoming year as well as handout a high quality parent orientation packet outlining CCLS, SMART goals, and curriculum.

Service and program coordination:

- Differentiated parent ESL classes are given daily by NYCDOE instructor.
- Translators for both November and March PTCs.
- Class Parents.
- Keynote speakers at PTA meetings on a variety of topics **(DK and DG will add topics)**.

Budget and resources alignment

- Title III monies.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4:

- 80% of the students will show progress in using evidence to support arguments.

Comprehensive needs assessment:

- As mandated by the 2011-12 DOE Common Core Expectations, students must construct viable arguments in both ELA and mathematics. Teachers are collaborating to engage all students in rigorous tasks, monthly constructed responses, embedded in well-crafted instructional units and with appropriate supports. These tasks will be aligned to strategically selected Common Core standards. In literacy and math, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.

Instructional strategies/activities:

- All staff were trained in “Understanding by Design” by CEI-PEA.
- Teachers in grades K-5 are creating units of study and collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments in literacy and to problem solve in math.
- These units of study will incorporate the elements of persuasive writing instruction, using non-fiction texts, presented in a writing workshop model.
- Better understanding academic language and the development of vocabulary in all content areas.
- Acquiring strategies to add details to support answers in their written responses.
- The use of transitional words between sentences with a paragraph and between paragraphs with extended responses.
- Teachers meet weekly in teams to assess student work and plan lessons that demand evidence to support a claim.
- Teachers will use ATLAS protocol to assess student work at collaborative team meetings.
- Teachers will model strategies for solving problems in math and presenting arguments.

Strategies to increase parental involvement:

- Home school notebook with bi-weekly learning goals to be signed by parents
- Parent workshops provided by principal and assistant principal

Strategies for attracting Highly Qualified Teachers (HQT):

- Professional Development is provided monthly during the 1-hour lunch, as per school SBO, where new CCLS curriculum and tasks are turn keyed.

Service and program coordination:

- Teachers design unit plans in math and ELA.
- Professional development provided by CEI-PEA on CCLS and Understanding by Design.

Budget and resources alignment

Fair Student Funding

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | 3 |
| 1 | 8 | | N/A | N/A | | | | |
| 2 | 1 | | N/A | N/A | | | 1 | 2 |
| 3 | 1 | | N/A | N/A | | | | 1 |
| 4 | 13 | 1 | | | 8 | | 2 | |
| 5 | 13 | 8 | | | 4 | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|---|---|
| ELA | Small group during school Wilson, Foundations and differentiated instruction are integral parts of our AIS program. Enrichment is also part of our school day. |
| Mathematics | Classroom instruction includes differentiated instruction, which includes more specific skills practice and reteaching, as well as enrichment. It also includes level tests. |
| Science | Classroom instruction includes differentiated instruction. |
| Social Studies | Classroom instruction includes differentiated instruction. |
| At-risk Services provided by the Guidance Counselor | Students who are at-risk are seen during the day as needed. |
| At-risk Services provided by the School Psychologist | Students who are at-risk are seen during the day as needed. |
| At-risk Services provided by the Social Worker | Students who are at risk are seen during the day as needed. |
| At-risk Health-related Services | Students who are at-risk are seen during the day as needed. |

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader Maldonado/Fong | District 26 | Borough Queens | School Number 026 |
| School Name Rufus King | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|--|--|
| Principal Dr. Dina Koski | Assistant Principal Debra Gershman |
| Coach | Coach |
| ESL Teacher Victoria Klinger | Guidance Counselor |
| Teacher/Subject Area Arthur Getzel / IEP/Special Ed | Parent |
| Teacher/Subject Area Joyce Kim / ESL | Parent Coordinator Christine Marziliano |
| Related Service Provider | Other |
| Network Leader Mae Fong | Other |

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 2 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|--|----------------------|--|---|----------|
| Total number of students in school | | Total Number of ELLs | | ELLs as share of total student population (%) | % |
|------------------------------------|--|----------------------|--|---|----------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. Upon registration, all parents/guardians must complete a Home Language Identification Survey . At this time, an informal interview is conducted based upon staff availability. A further more formal interview in completed at a later date by a fully certified ESL teacher should there be any questions regarding the HLIS. If needed, there are staff members who act as translators. Based upon the ½ rule, all eligible potential ELLs are administered the LAR-R within 10 days of registration. Spanish speakers are also tested on the Spanish LAB within 10 days. This is an ongoing process throughout the entire school year. The screening, testing and placement process is completed by either of the two certified ESL teachers on staff. This includes immediate hand scoring of the LAB R. Annually, all of our ELLs are tested on the NYSESLAT. Weekly a variety of ATS reports are run to insure that all new admits and transfers are properly identified as ELLs. The reports include the RADP, RLAT and RLER. All reports are run again closer to the time of testing to insure that all of our ELLs are included in the NYSESLAT evaluation.
- 2 .Upon completion of the LAB-R all parents/guardians of newly admitted ELLs are invited to our initial Parents Choice Meeting. At this meeting they learn of the three programs available for their children. We send out letters in both English and the native language announcing the meeting and request a tear off for acknowledgement and attendance. We keep sending the notice home with students until we get a response. Parents who are unable to attend are invited to set up individual appoints before or after school. Parents view the DOE prepared video in their native language and are also given a brochure in their own language. The Parent Choice Survey is also given in the native language. Both ESL teachers are present to answer any questions and we have parents or staff on hand to translate. We are confident that all parents are aware of the three programs available in NYC (TBE, Dual and ESL) and make the desired choice. We attempt to have the completed survey handed in within 10 days of the student’s identification as an ELL.
- 3.All identified ELLs receive an entitlement letter as new admits or continuing students. This letter includes a tear off that parents must sign as acknowledgement of the child’s placement per the parent choice survey. Those who are English proficient per the NYSESLAT or LAB R receive a non-entitlement or non-continuing letter. We maintain a single binder in one of the ESL classrooms which contains the acknowledgement of placement and the Parent Choice Survey. We continually contact the home to insure return of the survey, initially through the home-school notebook that all students maintain and then with phone calls.
- 4.All students are placed into the free standing ESL program of PS 26 once we have the Parent Survey making this request. As stated before, all parents learn of the three choices in their own language and are able to ask questions prior to making their program request.
- 5.After reviewing the Parent Choice Surveys of the last several years, 98% of our parents request free standing ESL as their first choice. Therefore, we offer such a program at PS 26 Queens in order to accommodate the wishes of the parents.
6. Our program model, freestanding ESL with some native language support, is aligned with the great majority of parent requests. We are aware of the Aspiria Consent Decree and the fact that should 15 or more parents (of one specific language) in two contiguous grades request a bilingual program, we must take steps to accommodate the request.

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K* 1* 2* 3* 4* 5*
6* 7* 8* 9* 10* 11* 12*

This school offers (check all that apply):

| | | | |
|--|--------------------------------------|--------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|----|----|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Push-In | 18 | 15 | 6 | 6 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Total | 18 | 15 | 6 | 6 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 58 | Newcomers (ELLs receiving service 0-3 years) | 51 | Special Education | 8 |
| SIFE | 0 | ELLs receiving service 4-6 years | 7 | Long-Term (completed 6 years) | 0 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 51 | 0 | 4 | 7 | 0 | 4 | 0 | 0 | 0 | 58 |
| Total | 51 | 0 | 4 | 7 | 0 | 4 | 0 | 0 | 0 | 58 |

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) K-8 | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

| | | |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: ____ | Asian: ____ | Hispanic/Latino: |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 1 | 1 | 0 | 0 | 0 | 1 | | | | | | | | 3 |
| Chinese | 5 | 3 | 2 | 1 | 1 | 2 | | | | | | | | 14 |
| Russian | 0 | 0 | 0 | 0 | 1 | 1 | | | | | | | | 2 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Urdu | 2 | 1 | 1 | 3 | 0 | 0 | | | | | | | | 7 |
| Arabic | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | 9 | 11 | 3 | 1 | 1 | 4 | | | | | | | | 29 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Other | 0 | 0 | 0 | 1 | 1 | 1 | | | | | | | | 3 |
| TOTAL | 17 | 16 | 6 | 6 | 4 | 9 | 0 | 58 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a/b. All ELL instruction at PS 26 Q is delivered through our free standing ESL pull out program. Students are grouped by grade and English proficiency level for most of the instructional time. Beginner and Intermediate ELLs receive additional instruction outside of their classrooms in groups of either single grades or cross graded. Two fully certified ESL pedagogues deliver all ESL instruction in this program.

2.a. We insure that the mandated minutes of instruction time for our ELLs adhere to Part 154 of the Chancellors Regulations. All ELLs testing at the beginner or intermediate level receive at least 360 minutes per week of explicit ESL instruction in a setting separate from their classroom. Part of the instructional time is by each individual grade where ELA skills and content area instruction is delivered with rigor and challenge. Beginners and intermediate ELLs also receive separate instructional time focusing on language development and vocabulary extension specific to their level. Advanced ELLs receive 180 minutes of ESL instruction apart from their classroom plus 180 minutes of specific ELA instruction within their general or special education setting. Collaboration between the classroom and ESL teachers drives this instruction. Explicit ELA instruction includes a balanced literacy program with mini lesson, think alouds, modeling, shared and guided reading and writing. We stress the development of grade level academic vocabulary and knowledge by reading non-fiction and the follow up writing activities related to the reading.

3. Content area instruction is delivered through our ESL model and is based on current state core curriculum standards appropriate for the grade. All direct instruction is in English, but the native language is used to support this in a variety of ways including the use of glossaries and dictionaries, video and audio tapes, peer and adult translation. Classroom teachers collaborate with ESL teachers in the development of academic content lessons that are rigorous and challenging while being comprehensible to the ELL student. Materials may be adapted through a variety of ESL methodologies and strategies including CALLA, contextualization (realia, visuals, manipulatives, etc) and translation.

4. We do not assess students in the native language but we do offer translated state and citywide exams when available. Students may use glossaries provided.

5. We differentiate instruction for our various subgroups based upon individual needs with specific goals set for each student:

a. At this time we do not have SIFE students, however we do have a plan in place. We may place a SIFE child in a grade lower than that expected for their chronological age. We will include SIFEs in our extended day and Title III programs before and after school. They may also be eligible to receive academic intervention services through our IEP or SETTS teacher. Peer tutoring may also be put in place.

b. Newcomers (0-3 years of ESL) are properly assessed and placed as soon as possible. They are placed into the program selected by the Parent Choice Survey form. They are buddied with a speaker of their native language whenever possible. Comprehensible input is stressed in their instruction where lessons may be simplified or re-stated . Visuals are added for additional understanding. True beginners are taught using a variety of ESL methodology such as TPR, color coding and modeling.

Translation devices are recommended. We have initiated the ATLAS protocol to assess and prepare students for ELA and other testing.

c. ELLs receiving services between 4 and 6 years are given a program that focuses on the development of academic content and advanced ELA skills as most of these students test proficient in speaking and listening as measured by NYSESLAT. Curriculum may be modified to assist comprehension and vocabulary development. Many of these students are placed into an ITC or self contained setting, per

A. Programming and Scheduling Information

an IEP, where two teachers further learning using special education techniques. Students may also be recommended for our at risk AIS programs . Speech and language therapy may also be advised. ELLs in this category are included in our extended day program, Title III program and other services such as Wilson reading and the Hochman basic writing program.

d. Although we do not have long term ELLs this year, we have a plan in place that includes the above mentioned AIS services. Summer school attendance is also requested.

6.ELLs/SWDs are taught using grade level materials adapted for their individual needs. Many of the students have developed proficiency with English speaking and listening skills, but those who have not are recommended for Speech therapy. The teacher of the ITC or self contained ELL student works in collaboration with the ESL teachers in accordance with the student’s specific IEP recommendations. All teachers involved rely on adaptation, visuals, hands on materials to further language development and academic learning. Small groupings and class size as well as assistance from paras in order to help students focus.

7.Our school uses curricular, instructional and scheduling flexibility to meet the needs of our ELL/SWD population in a variety of ways. All children with IEPs are placed in the least restrictive environment based upon their bilingual evaluation results and parental involvement. This may include placement in a self contained or ICT classroom or supplemental services such as SETTS and speech. All ELL/SWDs are expected to develop skills necessary to meet the state core curriculum standards, upon which our curriculum maps are based. Differentiation of instruction, based upon individual goals, is developed through close collaboration and articulation between all teachers and related service providers. This includes scheduling that does not interfere with key lessons in the classroom. Instruction is modified and adapted per ESL and special education methodology and techniques. Supplementary materials may be used in conjunction with the grade level programs of the general population in order to ease comprehension.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

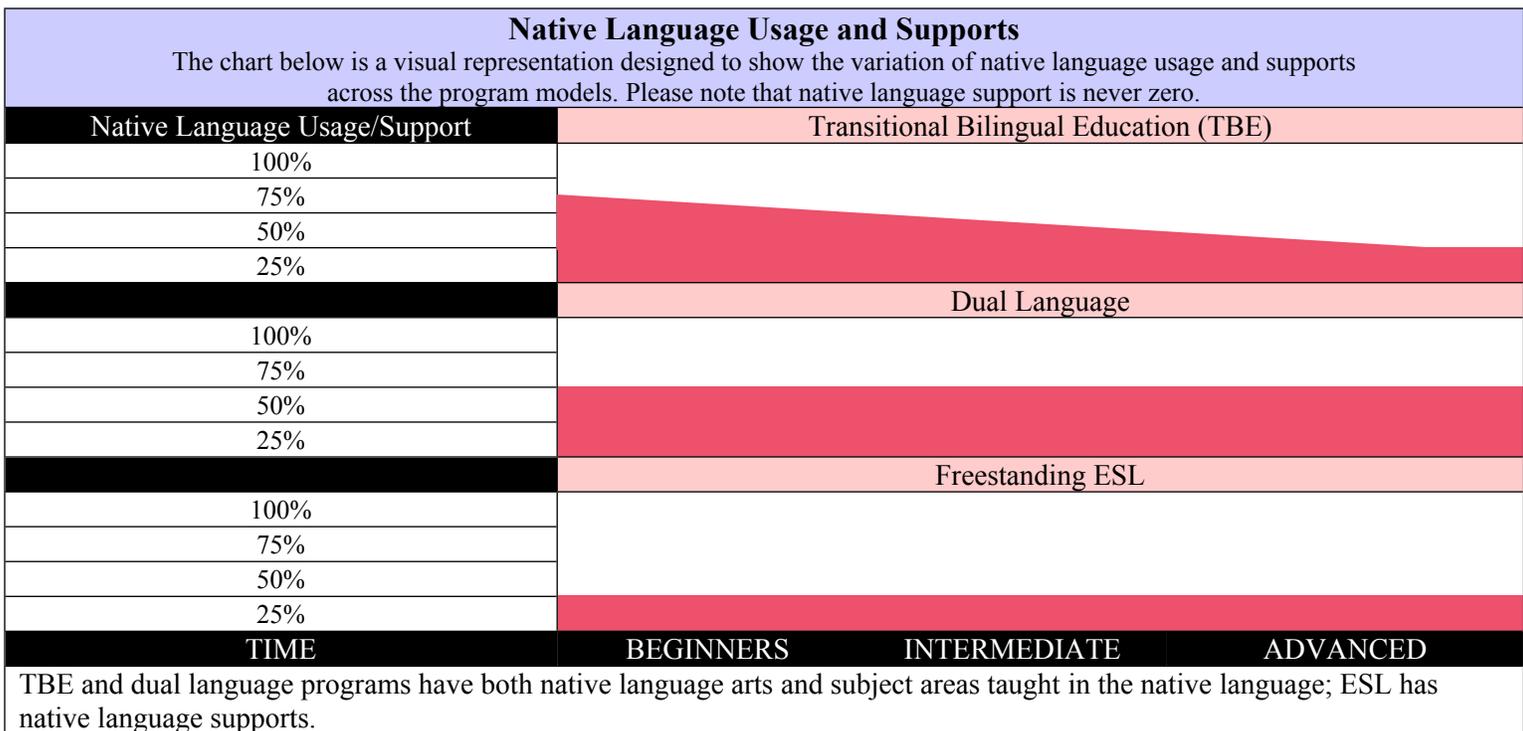
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |

| | | | |
|---|-----------------------|-----------------------|----------------------|
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|--|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. We offer a wide range of academic intervention services to ELLs including research based programs such as Foundations and Wilson reading, both which are considered to be excellent programs to enhance and improve decoding and comprehension skills. They are taught by a certified special education teacher in a separate setting. Our IEP and SETTS teachers also assist those whose math skills are in need of

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. We offer a wide range of academic intervention services to ELLs including research based programs such as Foundations and Wilson reading , both which are considered to be excellent programs to enhance and improve decoding and comprehension skills. They are taught by a certified special education teacher in a separate setting. Our IEP and SETTS teachers also assist those whose math skills are in need of improvement through a pull out or push in program geared towards our 4th and 5th grade students. The Hochman basic writing program is utilized for those who need to develop the skills of writing. All ELLs are asked to participate in the 37 ½ minute extended day program which supplements daily lessons. ELLs also participate in Title III programs both before and after the regular school day. At risk ELLs may be included informally in SETTS programs such as Reason and Write and Insights, both high interest , low level intervention programs, especially while waiting for the results of a bilingual evaluation. Students with IEPs in ICT or self contained classes receive targeted intervention per their IEPs as delivered by their certified special education classroom teacher. Speech therapy and OT may be also offered as intervention.

9. We offer transitional support to our former ELLs through a pull out program taught by a certified ESL teacher who may use ESL methods and strategies to enhance reading and writing skills. These students are deemed English proficient per the NYSESLAT, but many need assistance with comprehension, vocabulary and writing/grammar skills. Classroom teachers are well aware of the status of former ELLs and use ARIS results as tool for planning lessons focused on specific skills. They may also continue to buddy former ELLs with someone who speaks their native language. ATLAS protocol is a great tool to analyze specific needs of former ELLs. Classroom teachers receive ongoing ELL training through in house and OELL workshops in order to become familiar with approaches that may be use with both current and former ELLs in the classroom. Formers ELLs may also be included in any of the AIS programs mentioned previously.

10. New programs include the comprehensive use of ATLAS protocol throughout the building to review student work. Waterford is new technology program in lower grade classrooms to evaluate and enhance decoding and comprehension skills. Smart boards are continuing to be installed throughout the school.

11. We are not discontinuing any programs at this time.

12. ELLs have access to all programs and activities in our school as they are part of the general classroom environment and are not segregated during the day. They participate in all extra- curricular activities such as teams, chorus and ballroom dancing. They are active members of student council. ELLs may attend Virtual Y, an after school program in our building. They are given priority in regards to our 37 1/2 minute extended day program as well as the Title III program. Talented and Gifted testing is open to all ELLs.

13. A wide variety of instructional materials are used to support our ELLs including all classroom age and grade level programs such as Math Connect and McGraw Hill Social Studies and Science. Literacy programs are anchored by Treasures and Being A Writer. There is an ESL component to many of the programs and various levels within the grade may be adapted for our ELLs. Materials and libraries in the ESL room enhance and supplement grade level texts and books. Glossaries are used by ELL students and bilingual dictionaries are available at a variety of levels. Picture books and high interest-low level readers are available for beginner ELLs. All materials may be adapted for use by ELLs through supplemental simplified texts, vocabulary pre-teaching, visuals and realia as well as other forms of proven ESL methodology.

14. Our free standing ESL model does allow for some native language support, though all lessons are presented in English. Bilingual dictionaries and glossaries assist comprehension and students are invited to bring personal mechanical translators. One of our ESL teachers is Korean as are a majority of our English language learners and she may assist when needed. Other members of our staff speak Spanish, Russian and Urdu. We plan on purchasing bilingual library books and are currently asking parents for donations of old book in a variety of languages.

15. All support and placement is based upon the ELLs age and grade, although some students may be places one grade lower for a variety of reasons, including SIFE status. Lessons in and out of the classroom are based upon grade appropriate curriculum maps planned around common core state standards. Newcomers may receive sheltered instruction. Articulation and collaboration between the classroom teacher, the ESL teacher and other AIS providers insures that students will receive instruction and support at his or her age and grade level.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. We offer a wide range of academic intervention services to ELLs including research based programs such as Foundations and Wilson reading , both which are considered to be excellent programs to enhance and improve decoding and comprehension skills. They are taught by a certified special education teacher in a separate setting. Our IEP and SETTS teachers also assist those whose math skills are in need of improvement through a pull out or push in program geared towards our 4th and 5th grade students. The Hochman basic writing program is utilized for those who need to develop the skills of writing. All ELLs are asked to participate in the 37 ½ minute extended day program which supplements daily lessons. ELLs also participate in Title III programs both before and after the regular school day. At risk ELLs may be included informally in SETTS programs such as Reason and Write and Insights, both high interest , low level intervention programs, especially while waiting for the results of a bilingual evaluation. Students with IEPs in ICT or self contained classes receive targeted intervention per their IEPs as delivered by their certified special education classroom teacher. Speech therapy and OT may be also offered as intervention.

9. We offer transitional support to our former ELLs through a pull out program taught by a certified ESL teacher who may use ESL methods and strategies to enhance reading and writing skills. These students are deemed English proficient per the NYSESLAT, but many need assistance with comprehension, vocabulary and writing/grammar skills. Classroom teachers are well aware of the status of former ELLs and use ARIS results as tool for planning lessons focused on specific skills. They may also continue to buddy former ELLs with someone who speaks their native language. ATLAS protocol is a great tool to analyze specific needs of former ELLs. Classroom teachers receive ongoing ELL training through in house and OELL workshops in order to become familiar with approaches that may be use with both current and former ELLs in the classroom. Formers ELLs may also be included in any of the AIS programs mentioned previously.

10. New programs include the comprehensive use of ATLAS protocol throughout the building to review student work. Waterford is new technology program in lower grade classrooms to evaluate and enhance decoding and comprehension skills. Smart boards are continuing to be installed throughout the school.

11. We are not discontinuing any programs at this time.

12. ELLs have access to all programs and activities in our school as they are part of the general classroom environment and are not segregated during the day. They participate in all extra- curricular activities such as teams, chorus and ballroom dancing. They are active members of student council. ELLs may attend Virtual Y, an after school program in our building. They are given priority in regards to our 37 1/2 minute extended day program as well as the Title III program. Talented and Gifted testing is open to all ELLs.

13. A wide variety of instructional materials are used to support our ELLs including all classroom age and grade level programs such as Math Connect and McGraw Hill Social Studies and Science. Literacy programs are anchored by Treasures and Being A Writer. There is an ESL component to many of the programs and various levels within the grade may be adapted for our ELLs. Materials and libraries in the ESL room enhance and supplement grade level texts and books. Glossaries are used by ELL students and bilingual dictionaries are available at a variety of levels. Picture books and high interest-low level readers are available for beginner ELLs. All materials may be adapted for use by ELLs through supplemental simplified texts, vocabulary pre-teaching, visuals and realia as well as other forms of proven ESL methodology.

14. Our free standing ESL model does allow for some native language support, though all lessons are presented in English. Bilingual dictionaries and glossaries assist comprehension and students are invited to bring personal mechanical translators. One of our ESL teachers is Korean as are a majority of our English language learners and she may assist when needed. Other members of our staff speak Spanish, Russian and Urdu. We plan on purchasing bilingual library books and are currently asking parents for donations of old book in a variety of languages.

15. All support and placement is based upon the ELLs age and grade, although some students may be places one grade lower for a variety of reasons, including SIFE status. Lessons in and out of the classroom are based upon grade appropriate curriculum maps planned around common core state standards. Newcomers may receive sheltered instruction. Articulation and collaboration between the classroom teacher, the ESL teacher and other AIS providers insures that students will receive instruction and support at his or her age and grade level.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. All programs, activities and services for parents of our students are geared towards welcoming all and allowing parents to feel a part of their children's school environment and to insure communication and involvement between parents and the school. We have a highly active PTA with membership including many of our ELL parents who actively participate on a variety of committees. Monthly PTA meetings include our ELL parents and translators are available most of the time. We offer workshops at the meetings as well as at other times during the school day, including those requested by our ELL parents. Parents help out in our school store and our library as volunteers. We have just started a book club for parents. Glossaries in a variety of languages are sent home with students so that parents can actively help with homework and school studies. Translators are available for parent-teacher conferences and IEP meetings. Parents know that teachers and administrators are always available.

2. We partner with a variety of organizations but are most proud of our partnership with the NYC Office of Adult Education which allows us to hold ESL classes for parents and grandparents five days a week at various levels of English proficiency. Adults learn English at the same time the child is developing their new language and this allows parents to assist children with school work and act as an example. We also partner with a variety of educational support providers such as the "Y", Beijing school and the KUEI Luck enrichment center. We invite guest speakers from many organizations including the Office of Emergency Management and the Wellness Education Foundation who have presented workshops on topics such as stress management and raising healthy families.

3. The needs of our parents are evaluated through the efforts of our parent coordinator together with our teachers. We survey all parents on the preferred language of communication at the start of each school year, ELL and non-ELL parents alike. We also survey parents regarding their individual needs such as workshop requests.

4. Our activities address the many needs of our parents. We are proud of the high participation in our Adult ESL Program. We hold multicultural events throughout the school year in which parents can showcase their culture and language, including our huge Lunar New Year celebration. Showcases are offered to the parents to display artifacts of their own land. Special Person's Day may include a presentation of literature from their country as well as story telling. We ask for book donation to enhance our libraries. We value all of our parents and appreciate all of the cultural knowledge they bring to our building.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NOT APPLICABLE

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Classroom teachers are required to complete 7.5 hours of training related to teaching ELL students and most on our building have completed the requirement. In addition several members of our staff have taken TESOL classes at various local universities and many have attended OELL workshops. Our ESL teachers hold in-house workshops instructing classroom teachers on methodology and techniques used to teach the ELL students in their classrooms. ESL teachers may also turnkey their own training to the rest of the staff.

2. All 5th grade students take a trip to the middle school most will attend the following fall. They have the opportunity to tour the building and meet members of the faculty. Articulation is held between our 5th grade classroom teachers and the 6th grade teachers to discuss individual needs, including ELL status of the students. Our ESL teachers are involved in the process.

3. In-house workshops and OELL are used to fulfill the Jose P requirement of 7.5 hours of ESL training (10.0 for special education). All teachers and staff are required to attend the training. We have a variety of training opportunities for all ELL staff including workshops, conferences, and seminars.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Classroom teachers are required to complete 7.5 hours of training related to teaching ELL students and most on our building have completed the requirement. In addition several members of our staff have taken TESOL classes at various local universities and many have attended OELL workshops. Our ESL teachers hold in-house workshops instructing classroom teachers on methodology and techniques used to teach the ELL students in their classrooms. ESL teachers may also turnkey their own training to the rest of the staff.
2. All 5th grade students take a trip to the middle school most will attend the following fall. They have the opportunity to tour the building a meet key members of the faculty. Articulation is held between our 5th grade classroom teachers and the 6th grade teachers to discuss individual needs, including ELL status of the students. Our ESL teachers are involved in the process.
3. In-house workshops and OELL are used to fulfill the Jose P requirement of 7.5 hours of ESL training (10.0 for special educators). All teachers must be familiar with the steps needed to accommodate all ELLs with special needs and make sure that they are placed in the appropriate program and receive all required services.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. All programs, activities are services for parents of our students are geared towards welcoming all and allowing parents to feel a part of their children's school environment and to insure communication and involvement between parents and the school. We have a highly active PTA with membership including many of our ELL parents who actively participate on a variety of committees. Monthly PTA meeting include our ELL parents and translators are available most of the time. We offer workshops at the meetings as well as at other times during the school day, including those requested by our ELL parents. Parents help out in our school store and our library as volunteers. We have just started a book club for parents. Glossaries in a variety of languages are sent home with students so that parents can actively help with homework and school studies. Translators are available for parent-teacher conferences and IEP meetings. Parents know that teachers and administrators are always available.
2. We partner with a variety of organizations but are most proud of our partnership with the NYC Office of Adult Education which allows us to hold ESL classes for parents and grandparents five days a week at various levels of English proficiency. Adults learn English at the same time the child is developing their new language and this allows parents to assist children with school work and act as an example. We also partner with a variety of educational support providers such as the "Y", Beijing school and the KUEI Luck enrichment center. We invite guest speakers from many organizations including the Office of Emergency Management and the Wellness Education Foundation who have presented workshops on topics such as stress management and raising healthy families.
3. The needs of our parents are evaluated through the efforts of our parent coordinator together with our teachers. We survey all parents on the preferred language of communication at the start of each school year, ELL and non-ELL parents alike. We also survey parents regarding their individual needs such as workshop requests.
4. Our activities address the many needs of our parents. We are proud of the high participation in our Adult ESL Program. We hold multicultural events throughout the school year in which parents can showcase their culture and language, including our huge Lunar New Year celebration. Showcases are offered to the parents to display artifacts of their own land. Special Person's Day may include a presentation of literature from their country as well as story telling. We ask for book donation to enhance our libraries. We value all of our parents and appreciate all of the cultural knowledge they bring to our building.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 4 | 4 | 2 | 0 | 0 | 1 | | | | | | | | 11 |
| Intermediate(I) | 0 | 8 | 2 | 2 | 1 | 1 | | | | | | | | 14 |
| Advanced (A) | 13 | 5 | 2 | 4 | 3 | 7 | | | | | | | | 34 |
| Total | 17 | 17 | 6 | 6 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | 0 | 1 | 1 | 0 | 0 | 0 | | | | | | | |
| | I | 0 | 3 | 2 | 1 | 1 | 0 | | | | | | | |
| | A | 1 | 3 | 1 | 1 | 1 | 1 | | | | | | | |
| | P | 1 | 7 | 1 | 1 | 2 | 5 | | | | | | | |
| READING/ WRITING | B | 2 | 2 | 2 | 0 | 0 | 0 | | | | | | | |
| | I | 0 | 6 | 1 | 2 | 1 | 1 | | | | | | | |
| | A | 0 | 6 | 1 | 1 | 2 | 5 | | | | | | | |
| | P | 0 | 0 | 1 | 0 | 1 | 0 | | | | | | | |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 1 | 5 | 1 | | 7 |
| 4 | 1 | 3 | | | 4 |
| 5 | 1 | 2 | 1 | | 4 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Teachers at PS 26Q use a wide variety of tools to assess early literacy skill levels in our ELL population. Included are assessments such as the LAB R, NYSESLAT, EPAL and ELA city and state wide exams. All grades use Fountas and Pinnell assessments several times

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 0 | | 4 | | 3 | | 1 | | 8 |
| 4 | 1 | | 2 | | 1 | | 1 | | 5 |
| 5 | 0 | | 2 | | 2 | | 3 | | 7 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | | 3 | | 3 | | 1 | | 7 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|---------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
|----------------------------|---|------------------|------------------|------------------|---|------------------|------------------|------------------|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Teachers at PS 26Q use a wide variety of tools to assess early literacy skill levels in our ELL population. Included are assessments such as the LAB R, NYSESLAT, EPAL and ELA city and state wide exams. All grades use Fountas and Pinnell assessments several times a year for leveling and instruction. Teachers also rely on running records, conferencing, observations and portfolio pieces for assessment. This is always ongoing and updated. We are using ATLAS protocol with our teacher inquiry teams as another means of evaluating student work. All providers use data to plan instruction and set individual goals for students. Goals are updated weekly and monthly. Data informs us that our beginner and low intermediate ELLs are in need of addition time spend on basic language skills. We are aware that we must use visuals to enhance learning. Our higher intermediate and advanced ELLs may need additional time to work on ELA skills to bring them up to grade level. All of our assessment tools assist in proper placement and grouping within our ESL program and in the classroom.

2/3. Data patterns across proficiency levels (LAB R and NYSESLAT) :

A majority of our students in grades K to 5 fall into the intermediate and advanced proficiency level. Most students gain at least one level of proficiency in English annually as measured by NYSESLAT. Those who fall short of such achievement include students in our ICT and self contained classes. Most students achieve advanced proficiency in listening and speaking skills within the first year in our program, while lagging behind in the development of reading and writing skills. Research informs us that this is the norm with BICS developing prior to CALP. Our first grade ELLs reach overall proficiency first after one or two years in the program. It may take longer for our upper grade students to develop proficiency as the academic demands increase. Therefore, we know that it may take more time in the ESL program to

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

| School Name: Rufus King | | School DBN: 26Q026 | |
|---|----------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Dr. Dina Koski | Principal | | 10/14/11 |
| Debra Gershman | Assistant Principal | | 10/14/11 |
| Christine Marziliano | Parent Coordinator | | 10/14/11 |
| Victoria Klinger | ESL Teacher | | 10/14/11 |
| | Parent | | |
| Arthur Getzel | Teacher/Subject Area | | 10/14/11 |
| Joyce Kim | Teacher/Subject Area | | 10/14/11 |
| | Coach | | |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26026 **School Name:** P.S.26Q

Cluster: 535 **Network:** CEI-PEA Childrens First

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

1. We used the Home Language Report (RHLA) and conducted a needs assessment for both oral interpretation and written translation services. The school parent coordinator surveyed parents/guardians in writing to obtain their needs. This data will provide the needed information to insure that all parents are informed in their appropriate language.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

2. We have found need for interpretation and translation services in Korean, Chinese, Spanish, Urdu and Hindi. All staff members will be made aware of the particular needs of these students and parents/guardians.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

1. Where available, DOE notices will be sent home in the parent's appropriate language. We will also use translation services for notices specific for our building. Translation may be provided by outside vendors, school staff or parent volunteers. If there is not sufficient time we will stamp notices in appropriate language requesting immediate translation.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

2. Oral interpretation services must be provided for parents. In-house personnel and parent volunteers will help provide translation when the need arises. We plan to use both outside contractors and in-house staff for anticipated needs during the parent-teacher conferences and other school events. We have ten electronic translators that are available for use when needed if personnel is not available. All staff has been notified of the over-the-phone interpretation services for non-English speaking parents and families. This service is available to all building staff.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

3. We will adhere to the regulation A-663 regarding parental notification by insuring registration forms are available in the common primary language. We have posted the required signs in multiple languages in the lobby, office and at the security desk, notifying families of the translation and interpretation services available to them. The school's parent coordinator is working with all staff to ensure that parents/guardians are informed about translation services available to them at school and through the Department of Education Website. Many documents are currently available online in multiple languages.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|---|-------------------------------|
| Name of School: P.S. 26 | DBN: 26Q026 |
| Cluster Leader: Mr. Walter O'Brien | Network Leader: Mrs. Mae Fong |
| This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: |
| Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Title III Program - Upon analysis of formal and informal assessments (e.g. NYSESLAT 2010, ELA, interim assessments and feedback from teachers), our school has seen the need to focus on improving the students' modalities in Listening, Speaking, Reading and Writing, while at the same time preparing the students in Grades 4 and 5 for the upcoming standardized tests. With this in mind, our focus for the upper grade students will be to prepare them so that they may make gains on the ELA test and achieve standards. The need in lower grades (1 and 2) will be to develop their literacy skills so that they may make gains in the 4 modalities of Listening, Speaking, Reading and Writing. The gains in this area will also impact on their 2011 NYSESLAT Scores.

ESL Enrichment Program - Our ESL Program for ELL students in Grades 1 and 2 will begin October, 2011 and end May/June 2012. Two teachers will be hired - one a certified ESL teacher and the other, a classroom teacher. A co-teaching model will be implemented. The purpose of the co-teaching model is to have students learn from each other. The classroom teacher will learn additional ESL strategies and the ESL teacher will learn additional reading strategies. A total of (15) ELL students will be invited to participate in the program. The program will take place twice a week on Tuesdays and Wednesdays from 7:15 am - 8:15 am for a total of 2 hours on a weekly basis. If there is room available, former ELL's and non-ELL's will be invited. It is anticipated that a total of 30 students will be invited. One supervisor will be hired to oversee the morning program since there are no other supplementary programs offered during the zero period.

Materials purchases for the students will be literary works and test prep materials. Materials purchased for the teachers will be charts, paper, ink cartridges, etc...

ESL Test Prep and Enrichment (Grades 3, 4, 5) - Our afternoon program for ELL's will prepare for the ELA test. This program will be taught by 2 teachers (one certified ESL and one classroom teacher) and begin on February 22, 2012. Fifteen (15) ELL students will be invited to participate. As with our morning program the co-teaching model will enable the participating Title III teachers to learn from each other and grow professionally. This program will take place two times a week on Monday and Thursday. It will start at 3:20 pm and end at 5:20 pm for a total of 3 hours weekly.

A supervisor will be hired to oversee the afterschool program, since there are not other afterschool programs that are part of the NYCDOE.

Materials purchased for this program will consist of 30 test prep materials and assessment kits for a total of 30 test prep materials and assessment kits for at total of \$3000.00

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered

Part C: Professional Development

- name of provider

Begin description here: At PS 26 we strive to enable our teachers, including teachers of ELLs, to learn the most effective strategies so as to impact on their teaching. As of September 2011 to the present we have had workshops on Differentiated Instruction for all students, including ELL's; Using Assessments to Drive Instruction, Diagnosis and Remediation of Skills and Preparing for the ELA Test. In the future, we will have our participating Title III teachers and our teachers of ELLs get 2 books as part of the professional libraries: One will be Classroom Teacher's ESL Survival Kit #1 by Elizabeth Claire and Judie Haynes and the other will be teaching for Comprehension and Fluency by Fountas and Pinnell. This will enable all out teachers of ELL's to focus on how to effectively prepare the ELLs for the ELA test to meet the ELA standards.

Our A.P. is also involved in the PD process and receives on-going support from the ESL consultant from CEI-PEA.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | \$7,261.00 | Teachers Per Session - Before and Afterschool Program |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum | | |

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-------------------------------------|---|
| development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | \$1120.00 \$1270.00 \$1549.00 | PROFESSIONAL DEVELOPMENT PARENT INVOLVEMENT TITLE III |
| TOTAL | \$11,200.00 | |